

A green wavy line representing a hill spans across the top of the slide. Five dark blue silhouettes of people are positioned along the crest of the hill, appearing to walk from left to right. The silhouettes include a small child, a person walking, a person with a backpack, another person walking, and a person in a graduation cap.

Indiana Department of Education

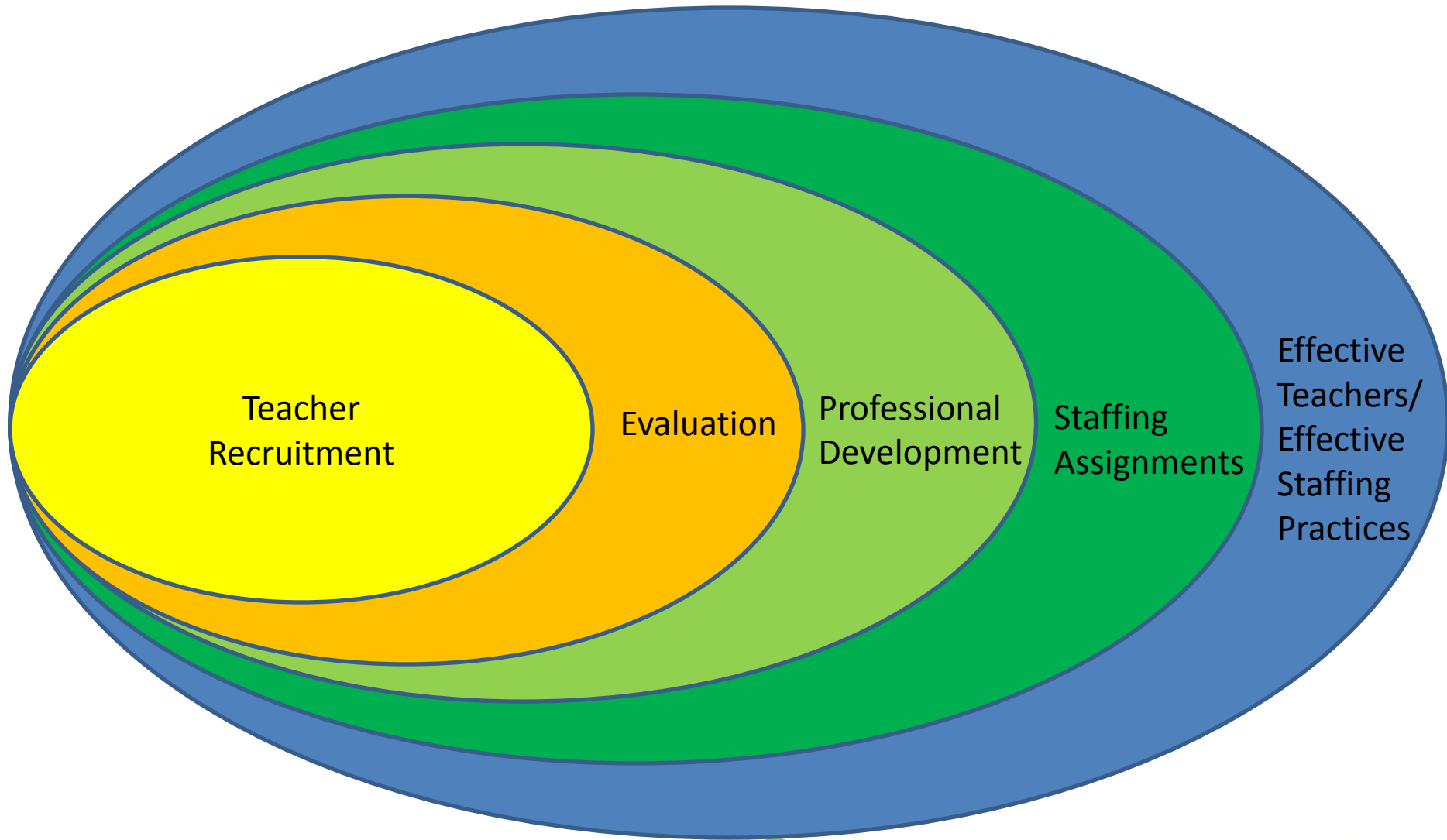
Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

Turnaround Principle #5: Effective Staffing

Outreach Division of School Improvement
317-232-0524

This principle defined:



What does it look like?



Teacher Recruitment

- The principal and instructional leaders use established processes to identify staffing needs.
- Recruitment efforts are wide for candidates and not limited to traditional venues.
- During the selection process of teacher leaders are present at demonstration lessons and formal interviews. They also assist the principal in informing the selection process.
- In the selection process of new teachers the principal and instructional leaders focus on matching prospective teachers to specific position expectations.



Evaluation

- School leadership engages in systematic and frequent school-wide observations . Feedback to staff is provided on a consistent expectations, and protocols.
- The feedback that teachers receive is consistent and constructive. The teachers also receive support and follow-up to insure instructional improvement.
- Multiple data sources are used in evaluating teachers which include teachers practices as well as student learning outcomes.



Professional Development

- Professional development is linked to teacher needs as evidenced by observations and walkthroughs. Professional development is also determined by student learning data and school-wide goals.
- Professional development is followed up with classroom observations and monitoring where feedback is provided to ensure the practices are implemented and they are effective.
- Professional development should be job-embedded collaborative learning opportunities for teachers.
- New teachers are mentored by highly skilled peers based on specific development needs.
- Professional development should support those teachers not previously rated as effective in hopes they can attain the necessary skills to be effective by the end of the school year.



Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Staff Assignments

- Classrooms are assigned teachers with the right skills, competencies and content knowledge to impact student learning and achieve the desired learning outcomes.
- Staff that provides interventions should be assigned based on effectiveness as a teacher in the specific content knowledge and assigned intervention.
- Staff that are considered not aligned or unskilled are placed improvement plans.
 - Appropriate support is provided.
 - Documentation is extensive on consistently underperforming staff.
 - Urgency to dismiss those that are not making necessary improvements.
- Each staffing assignment has clear performance expectations that align with the mission and school-wide expectations for instructional practice and student behavior.



Contact

www.doe.in.gov/outreach

To find your Outreach Coordinator, visit the site
above or call,
317-232-0524



**Indiana
Department of Education**

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction